

## 2017 Kentucky Teacher Preparation Feedback Reports

### Technical Notes

The Kentucky Teacher Preparation Feedback Report (TPFR) is produced for all in-state 4-year public and independent colleges and universities by the Kentucky Center for Education and Workforce Statistics (KCEWS), utilizing data from the Kentucky Longitudinal Data System (KLDS). The TPFR includes data in the KLDS – specifically data from the Education Professional Standards Board (EPSB) and the Kentucky Department of Education (KDE).

Occasionally, data from one source will not conform to data from another source because of differences in candidate cohorts, how variables are defined, the treatment of missing data, and other factors. This means that data published in this report may not be comparable to data published in other reports. Values that are not available or are suppressed to preserve individual privacy are represented by the term “redacted”.

#### Page 1: Who are our future teachers?

This page provides a brief demographic overview of the three most recent cohorts of candidates admitted to a Teacher Preparation Program (TPP) for each Education Preparation Provider (EPP). These cohorts are defined by admission into a TPP, as recorded by the EPSB, in the 2013, 2014, 2015, and 2016 academic years. Each candidate is counted only once per EPP even if enrolled in multiple TPPs at a single EPP. If a candidate is enrolled in multiple TPPs across EPPs, a candidate will be counted once for each EPP. Where possible, race/ethnicities with less than 10 individuals have been rolled into "All Other or Unknown Race/Ethnicities" in order to avoid redaction while maintaining data confidentiality and privacy. When "redacted" shows, N is less than 10. A blank cell may indicate either that data was rolled up into the 'other' category or that no individuals existed with that classification. When gender is unknown, the teacher candidate is excluded from all tables on this page for consistency.

##### 1. Recent Teacher Candidate Admission:

- a. **Gender:** This breaks down candidate admission to a TPP by Institution, Program Type (Initial Certificate Bachelor's and Initial Certificate Graduate), and Gender of admitted candidates for this cohort. Information given is in the form of: Count of individuals (Percent of Cohort). Only candidates in Traditional or Option 6 programs are included in this section.
- b. **Race/Ethnicity:** This breaks down candidate admission to a TPP by Institution, Program Type (Initial Certificate Bachelor's and Initial Certificate Graduate), and Race/Ethnicity of admitted candidates for this cohort. Information given is in the form of: Count of individuals (Percent of Cohort). Only candidates in Traditional or Option 6 programs are included in this section.

#### Page 2: What initial certification programs are producing the most Program Completers?

This page provides a brief overview of program completions by a superordinate categorization of program name. The four most recent cohorts of candidates successfully exiting a Teacher Preparation Program (TPP) for each EPP were selected. These cohorts are defined by exit with a program completion status from a TPP, as recorded by the EPSB, in the 2013, 2014, 2015, and 2016 academic years. This looks at data by program name, so a candidate who is dual enrolled in programs and successfully completes both will be counted in each program category.

**CHART: Initial Certification Teacher Preparation Program Completions by Program Subject (Cohorts included: 2013, 2014, 2015, 2016):** This chart displays the number of program completions by program major category (see Appendix A) with filters for institution, and cohort year. Completers were included in

this count if they were enrolled in program type Initial Certificate Bachelor's or Initial Certificate Graduate and followed either a traditional or option 6 program. Completers may be counted in more than one program major if the candidate was dual-enrolled and successfully completed both programs.

### **Page 3: How are candidates progressing through their Teacher Preparation Program?**

This page includes data for three cohorts, each defined by TPP admittance year by Program type (Initial Certificate Bachelor's and Initial Certificate Graduate). The data for these cohorts span across the three years following program admittance and is intended to provide two pieces of information: 1) candidate program progress across three years following TPP admittance, and 2) reasons for program exit for those candidates who left a TPP without successful program completion.

#### **Section 1: Teacher Preparation Program Progress**

This section provides a brief overview of program progress across the three years frequently designated for TPP completion. Year 1 Status refers to the candidate's status at the end of the first year in the TPP (which coincides to the same year as program admittance), Year 2 Status refers to the candidate's status at the end of the second year in the TPP, and Year 3 Status refers to the candidate's status at the end of the third year in the TPP. Status options include: program completion (which denotes successful exit from the program), program continuation (the candidate is still progressing in the TPP), and program exit (the candidate has left the program without successful program completion). Candidate cohorts were defined by program begin year. More specifically, to belong to a cohort a candidate must begin a TPP, as recorded by the EPSB, in the 2011, 2012, or 2013 academic years, and the TPP must be of program type Initial Certificate Bachelor's or Initial Certificate Graduate. The focus of this analysis is on program progress; thus, a candidate who is dual enrolled in programs will be included for each program of enrollment during the year recorded as initial enrollment for that particular program. If a candidate is dual-enrolled for the same year and same institution, the candidate will still be included twice as outcomes are being analysed at the program level rather than the person level.

**CHARTS: Program Progress Status (Cohorts included: 2011, 2012, 2013):** These charts detail the count and percent of program enrollments by outcome status for each cohort for each of the three years following program enrollment. Program enrollment was included in the cohort if the candidate was enrolled in program type Initial Certificate Bachelor's or Initial Certificate Graduate and followed either a traditional or option 6 program. Candidates may be counted in more than one program progress cohort or twice within a cohort if the candidate was enrolled in multiple programs in the same year or enrolled multiple years.

#### **Section 2: Reasons for Program Exit**

This section provides a brief overview of reasons for program exit for candidates who began a TPP in 2011-2013 and exited the program without successful completion. Exit reasons include: transferred (the candidate selected to transfer to another program or another institution), dropped out (the candidate dropped out of all TPPs), and other reason for exit (includes: Inadequate GPA, Removed from Program, and Other). An exit reason of transfer should indicate transfer to an alternate TPP; however, this code may be used differently across EPPs. The number who exited may exceed the total program exits if a candidate was still continuing in the program at the end of year three but has since exited without program completion.

**CHART: Reasons for Program Exit (Cohorts included: 2011, 2012, 2013):** This chart displays the number of TPP exits by reason for program exit from the same three cohorts defined for program progress. This is a subset of the Program Progress Cohort; thus, all the same selection criteria apply with the additional criteria that the candidate exited a program prior to successful program completion. Candidates may be counted in more than one program exit reason if the individual was enrolled in multiple programs and exited multiple programs without successful program completion.

#### **Page 4: Do Program Completers continue on to get a statement of eligibility and certification?**

This page provides a brief overview of the percentage of TPP completers who continued to follow the expected path into the education system. Two indicators of this continuation are: 1) acquisition of a Statement of Eligibility, which indicates both intent to teach within the state of KY and approval from the EPP that the program completer is prepared for this task, and 2) acquisition of a teaching certification, which is often an indicator that an individual has successfully located a position teaching in KY public K-12 schools. It is worth note that institutions located near the borders of the state may show reduced percentages due to program completers crossing state lines for work after program completion. Information is split out by the College Program Name, Year of TPP completion, and Institution at which the TPP was completed. Only candidates who successfully completed a TPP, in the defined cohort years, of program type Initial Certificate Bachelor's and following a traditional route were included in these charts. See Appendix A for a mapping of College Program Names to Aggregated Programs.

**CHART 1: Program Completers Obtaining Statement of Eligibility by Program and Completion Year (Cohorts included: 2012, 2013, 2014):** This chart shows the percentage of teacher preparation program completers who acquired a Statement of Eligibility post-TPP completion. Percentages are calculated based on the overall number of program completers in the specified cohort year and subject area. Only individuals who completed a teacher preparation program classified as Initial Certification Bachelor's Level in the designated years were included in the cohorts.

**CHART 2: Program Completers Obtaining a Certificate by Program and Completion Year (Cohorts included: 2012, 2013, 2014):** This chart shows the percentage of teacher preparation program completers who acquired any teaching certification post-TPP completion. Percentages are calculated based on the overall number of program completers in the specified cohort year and subject area. Only individuals who completed a teacher preparation program classified as Initial Certification Bachelor's Level in the designated years were included in the cohorts.

#### **Page 5: What are employment outcomes for Program Completers one year after completion?**

This page is intended to provide employment outcomes of successful TPP completers one year after program completion. Because TPPs are intended to provide a specific skillset and career pathway, a hierarchy was devised in order to classify employment post-program completion. First, whether program completers were employed as a certified teacher in Kentucky public K-12 schools one year out was determined. For all individuals not found working as a certified teacher in KY public K-12 schools, employment was checked to see if the individual had worked as a substitute in the public schools. Any remaining individuals were checked for employment in the education field based on industry code. After ruling out employment in any of the above fields, any employment covered under the UI system was checked. Individuals not found within any of those categories were classified as 'Not employed in Kentucky or Unemployed'. It is worth noting that border institutions are more likely to show a larger percentage of program completers as 'Not employed in Kentucky or Unemployed' due to proximity to other states.

**CHART: Program Completers One Year After Finishing Teacher Preparation Program (Cohorts included: 2011, 2012, 2013, 2014):** The chart displays the number of successful TPP completers one year after program completion by employment status – specifically, employed as a public K-12 teacher, employed as public K-12 substitute teacher, employed in the Education Field excluding public K-12, employed outside the Education Field, and not employed in Kentucky or unemployed. The number of individuals in this cohort will appear small when compared to the program progress cohort for two reasons: 1) the program progress represents programs rather than people as the unit of analysis, and 2) This section is only looking at the initial employment outcomes of individuals who went through a traditional route to get an Initial Certificate Bachelor's.

**Page 6: For Program Completers employed as a certified K-12 teacher one year after completion, where were they employed?**

This page is intended to provide a brief overview of the locations of first-employment for recent TPP completers. To maintain consistency with Page 7 (Employment and Retention), cohorts are defined by the date of the Statement of Eligibility (SOE). Classification into SOE cohort years was performed as follows:

Cohort Year	Statement of Eligibility Date	Employment
2011	October 1, 2010 to September 30, 2011	K-12 Academic Year 2012
2012	October 1, 2011 to September 30, 2012	K-12 Academic Year 2013
2013	October 1, 2012 to September 30, 2013	K-12 Academic Year 2014
2014	October 1, 2013 to September 30, 2014	K-12 Academic Year 2015

Individuals were included in this cohort if they met the SOE date requirements which conform to the Teacher Preparation academic year, graduated from a Program of Type, - Initial Certificate Bachelor's Level or Initial Certificate Graduate Level-, and were of route type traditional or option 6.

**MAP: School Districts Where Completers Gain Employment One Year Out (Cohorts included: 2011, 2012, 2013, 2014):** For each EPP, this map shows by school district the number of completers who were first employed one year after acquisition of SOE. Filters include Cohort Year and EPP Institution.

**Page 7: What are employment and retention rates for Program Completers?**

This page uses Statement of Eligibility acquisition to select Teacher Preparation Program Completers who intend to teach within the state of Kentucky. The need to determine intent to teach within this state is based on EPPs who exist near the state's borders and may be unfairly penalized by training teachers who intend to teach in other states. Based on input from EPPs, a Statement of Eligibility is used to define the cohort year as follows:

Cohort Year	Statement of Eligibility Date	1 <sup>st</sup> Year of Employment	2 <sup>nd</sup> Yr	3 <sup>rd</sup> Yr	4 <sup>th</sup> Yr	5 <sup>th</sup> Yr
2009	October 1, 2008 to September 30, 2009	K-12 AY 2010	2011	2012	2013	2014
2010	October 1, 2009 to September 30, 2010	K-12 AY 2011	2012	2013	2014	2015
2011	October 1, 2010 to September 30, 2011	K-12 AY 2012	2013	2014	2015	2016

Individuals were included in this cohort if they met the SOE date requirements (which conform to the Teacher Preparation Academic Year), graduated from a Program of Type Initial Certificate Bachelor's Level or Initial Certificate Graduate Level, and were of route type traditional or option 6.

**CHART 1: Time-to-Employment as Certified Public K-12 Employees for these Program Completers**

**(Cohorts included: 2009, 2010, 2011):** This chart shows percentage of SOE acquirers who were employed as certified public K-12 employees in Kentucky within the next five academic years. Certified public K-12 employment was determined using the MUNIS database. This chart is cumulative such that each year represents the number of SOE acquirers who found employment as a certified public K-12 employee within the given time frame.

**CHART 2: Retention Rates for Program Completers Employed as Certified Public K-12 Employees**

**Within One Year of Completion (Cohorts Included: 2009, 2010, 2011):** This chart represents the percentage of individuals employed as a certified public K-12 employee within one year of acquiring a SOE and maintained continuous employment across the following four years (for each cohort).

## Appendix A

New Program Name	Initial Program Name
Arts & Humanities	Art
Career & Technical Education	Agriculture Business and Marketing Education Career/Technical Education—Occupation-Based Computer Information Systems Computer Science (Grades 8-12) Engineering and Technology Education Family and Consumer Science Instructional Computer Technology Instructional Technology
Elementary Education	Early Elementary Elementary
English/Language Arts	English Middle School English Speech/Media Communications Theater
Exceptional Children	Communication Disorders Gifted Education (Grades P-12) Hearing Impaired Interdisciplinary Early Childhood Education Learning and Behavior Disorders Learning and Behavior Disorders (Grades 8-12) Moderate and Severe Disabilities Visually Impaired
Mathematics	Elementary Math Specialist Mathematics Middle School Mathematics
Music	Instrumental Music Integrated Music Music Vocal Music
Physical Health	Health Physical Education
School Media Librarian	School Media Librarian
Science	Biological Science Chemistry Earth Science Middle School Science Physics

New Program Name	Initial Program Name
Social Studies	Environmental Education (Grades P-12) Middle School Social Studies Social Studies
World Language	Arabic Chinese English as a Second Language French German Japanese Latin Spanish